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This battery of test instruments is one of a set of three developed for use in the study of bilingual (English-Spanish) instruction programs and other compensatory programs in Texas. The socialization inventory has been based on a sociological view of personality as a developing and changing entity. Four submeasures of socialization are included in this manual: (1) a measure of self-concept individually administered for preschoolers or group-administered for school-age children, (2) a behavior rating scale of a child's interpersonal behavior in an interview with the test administrator, (3) a behavior rating scale of a child's general social behavior in the classroom, and (4) a questionnaire given to parents of children in the bilingual programs. Directions for administering and rating each measure are given. Samples of the socialization measures and their rating sheets form the bulk of this report. (MS)

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ADMINISTRATION MANUAL FOR

THE INVENTORY OF SOCIALIZATION FOR BILINGUAL

CHILDREN AGES THREE TO TEN

DEVELOPED BY

EDWARD JOHN CERVENKA, M. A.

for the

CHILD DEVELOPMENT EVALUATION AND RESEARCH CENTER (SOUTHWEST)

John Pierce-Jones, Ph.D., Director

The University of Texas at Austin

August, 1968

PART OF THE FINAL REPORT

to

THE OFFICE OF ECONOMIC OPPORTUNITY
(Contract No. OEO-4115)

PS001500

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NOTE

This battery of instruments, the Inventory of Socialization for Bilingual Children Ages Three to Ten, is one of a set of three batteries of experimental instruments developed at the Child Development Evaluation and Research Center by Edward J. Cervenka. The other two batteries are The Tests of Basic Language Competence in English and Spanish, Level I (Preschool) and Level II (Primary Grades). These batteries of instruments have been developed for use in the study of bilingual (English-Spanish) instruction programs and for other compensatory education programs in Texas. Normative and interpretative data on all three batteries, as well as suggestions for scoring and further revision, are presented in a separate Technical Report. Additional data relating to the performance of socially advantaged, monolingual English-speaking children on the English version of the Tests of Basic Language Competence in English and Spanish, Level II (Primary Grades), together with matters of a more theoretical psychometric and psycholinguistic nature, have been presented in Psychometric Aspects of Child Language by Edward J. Cervenka, Doctoral Dissertation, The University of Texas at Austin, January, 1969.

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INTRODUCTION

Purpose and Uses of Battery

The Inventory of Socialization for Bilingual Children Ages Three to Ten has been produced as a tool for those concerned with the development of bilingual (English-Spanish) instruction programs at the preschool and primary grade levels. However, this battery can perhaps serve some of the need for appropriate instrumentation in a variety of compensatory education programs for the Mexican-American child in Texas.

This battery focuses on the broad area of the child's social and emotional development. It provides a means of taking account of some of the important variables which are involved in the education of Mexican-American children as a socially disadvantaged group. This battery of instruments has been developed primarily as a research tool. However, if used cautiously and wisely, it can provide descriptive information that would be useful to those concerned with program design and curriculum development and that would give teachers, counselors, and school administrators a basis for better understanding of individual children, their strengths as well as their needs and problems.

Theoretical Rationale

The basic conception of personality which has guided the development of this battery is essentially sociological. Perhaps the most useful sociological definition which can be given to the term "personality" is, as Edward Sapir said, a symbolic one; namely, "the totality of those aspects of behavior which give meaning to an individual in society

and differentiate him from other members in the community, each of whom embodies countless cultural patterns in a unique configuration."[1] The sociological conception, moreover, takes personality to be a "gradually cumulative entity."[2] The choice of this conception of personality as a guide to the development of the present battery of instruments can be defended on various grounds. First, a view of personality as a "gradually cumulative entity" suggests a changeable and potentially quantitative sequence of development. Thus a sociological view of personality lends itself well to testing and measurement. The orthodox psychiatric conception of personality, i.e., as an essentially invariant reactive system, is rejected as less appropriate in the context of preschool and primary education. The sociological conception of personality, because it focuses on change, development, and growth, is the more optimistic one and therefore one which is more suitable for an educational context. It is one which it is thought teachers can use and appreciate.

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[1] Edward Sapir, "Personality," in Encyclopaedia of the Social Sciences. New York: Macmillan Company, 1934, Vol. 12, p. 85.

[2] Ibid.

Description of Sub-Measures in Battery

Sub-Measure I in this battery, ME, MYSELF, and I: A Self Concept Test, is an adaptation to a bilingual context of the Brown-IDS Self Concept Referents Test.[3] This Sub-Measure, like Brown's instrument, derives its rationale from a sociological conception of the self, particularly from G. H. Mead and C. R. Rogers. According to Mead, "The self is not initially present at birth but arises in the process of social experience. It develops, in a given individual, as a result of his relations to the social system as a whole and to other individuals whithin that social system."[4] And according to Rogers, "...the self concept or self structure may be thought of as an organized configuration of the perceptions of the self which are admissable to an awareness. It is composed of such elements as the perceptions of one's characteristics and abilities, the percepts and concepts of the self in relation to others and to the environment."[5]

For this Sub-Measure, the child is asked to rate himself on sixteen items in terms of how he would be seen by the most significant

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[3]Bert R. Brown, Brown-IDS Self Concept Referents Test, Institute for Developmental Studies, School of Education, New York University, New York, New York, 1967.

[4]G. H. Mead, "Mind, Self and Society," in A. Strauss (Ed.) The Social Psychology of George Herbert Mead, Chicago: University of Chicago Press, 1956, p. 212.

[5]C. R. Rogers, Client-Centered Therapy, Boston: Houghton-Mifflin, 1954, pp. 136-137.

individuals around him, namely, 1) the child himself, 2) his teacher, 3) his peers or classmates, 4) his mother and 5) his father.

Sub-Measure II, the Rating of Child's Interpersonal Behavior in an Interview, and III, Rating of Children's General Social Behavior in the Classroom, are behavior rating scales. They differ from one another primarily with respect to situation variable. Sub-Measure II is an inventory of the behavior of a child which can be observed in a brief interview or "interpersonal encounter." It is concerned with fine, specific, simple and ephemeral patterns of behavior. It also serves as an inventory of the factors affecting a child's performance on the language tests. Sub-Measure III is an inventory of the behavior of a child within his peer-group or class. It attempts to systematize the observations made of a child over a much longer period of time. It is concerned with gross, complex and persistent patterns of behavior over a period of one to four months time. This Sub-Measure must be completed by a person who has had extended contact with a child in the classroom, e.g., his teacher or a teacher aide. The behavioral items on this sub-measure have been grouped intuitively into nine scales:

Orderliness
Sexual Activities
Nonconformity
Symptoms of Paranoia
Physical-Verbal Aggression
Withdrawal Behavior
Resistance, Negativism
Nervous Lack of Control
Exaggerated "Goodness"

Sub-Measure IV, Questionnaire for an Interview of Parents with Children in Bilingual Programs, provides for a sociological and linguistic survey of parents. This questionnaire can best be administered by a team of two interviewers. One interviewer (preferably a local resident) primarily takes the responsibility for relating to the interviewee as a person and establishing a friendly, open and mutual exchange; the second interviewer, primarily responsible for recording the information elicited, remains on the periphery of the interview situation. This latter individual should have some training in linguistic and sociologic fieldwork.

The parent questionnaire is broken down into six parts.

Part I is concerned with information about the child, e.g., aspects of his developmental history, his contact and experience with language, and his behavior in the home. It is likely that the information collected for Part I will lack reliability. However, much of this information provides an indirect indication of parents' attitudes toward child development, rearing and behavior.

Part II is concerned with the people living with the child, e.g., their number, sex, ages, kinship relations, occupation, education, and linguistic and ethnic group.

Part III is concerned with the educational aspirations which parents have for their child.

Part IV is a survey of parents' attitudes toward education.

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Part V involves a rating of the socioeconomic characteristic of the child's family and the type of home or dwelling area in which he lives.

Part VI of the questionnaire which is to be used during the course of the parent interview, is concerned with certain aspects of parental speech. The observations to be made on the language or languages of the parents relate directly to the language tests which are given the child, in particular Sub-tests Nos. 8 and 9 of Level I and Sub-tests Nos. 4 and 5 of Level II of the Tests of Basic Language Competence in English and Spanish. Basically, this part of the questionnaire provides for a quantification of the amount of grammatical interference in both the English and Spanish of the child's parents. By utilizing this information, it is possible to determine not only the amount of interference from a second language but also the amount of interference which is due to knowing a second or socially nonstandard dialect. It also provides a basis for discriminating between the effects of purely psycholinguistic, developmental factors and sociolinguistic factors in the child's linguistic performance on the language tests. For example, a child who says "catched" instead of "caught" or indicates by his response on a test that "catched" is acceptable, might be doing so for two different reasons: 1) developmental reasons, i.e., he has not yet mastered this anomaly in the grammatical system of standard English; 2) sociolinguistic reasons, i.e., he says "catched" and regards it as acceptable because this is what his parents say. This Sub-Measure provides a way of determining the influence of these two factors in a child's linguistic performance.

INVENTORY OF SOCIALIZATION
ME, MYSELF AND I: A Self Concept Test*
(Sub-Measure of Socialization No. 1)

DIRECTIONS FOR GROUP ADMINISTRATION
(School Children Ages 6-10)

The test administrator should first have the children fill out the top part of the first page of their answer sheets, giving assistance to individual children when necessary.

The test administrator is to read each incomplete statement which appears on the children's answer sheets and instruct them to complete the statement about themselves by putting an "X" in one of the five blocks. The test administrator should tell the children to mark a box only after they have read all five alternative ways of completing a statement. The children are to be assured that there are no right or wrong answers on this test. The answer in each case will depend completely on what they themselves think. The test administrator is to tell the children to mark the middle block (the "neither ...nor....") if they do not know how to complete a particular statement about themselves or if they do not have an opinion.

At the beginning of each part of the test, the test administrator should always read each of the five alternative ways of completing a

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*This test derives its theoretical rationale from G. H. Mead and C. R. Rogers and more immediately and specifically from B. R. Brown. Many of the items on this instrument have been borrowed and adapted from Brown's Brown-IDS Self Concept Referents Test, Institute for Developmental Studies, School of Education, New York University, New York, New York, 1967.

statement before the children attempt to mark. Once a group of children grasp what the general form of the scales is for the items, there will probably be no need for the test administrator to read each set of five alternatives to them. However, for the younger children taking the test, the test administrator will probably need to read each set of alternatives throughout the test.

The test administrator should give the preliminary directions in English or Spanish or in both languages and feel at liberty during the test to translate any statement or the alternative ways of completing a statement.

N. B. When the test administrator gives PART A: WHAT I THINK ABOUT MYSELF, he should substitute "YOU" for the "I" which appears on the children's answer sheets.

INVENTORY OF SOCIALIZATION
ME, MYSELF AND I: A Self Concept Test
(Sub-Measure of Socialization No. 1)

DIRECTIONS FOR INDIVIDUAL ADMINISTRATION
(Preschool Children Ages 3-6)

In order to administer this Sub-Measure to young children, it is necessary to present each item in two stages. Using the first item of Part A as an illustration, the interviewer would first inquire of the child, "Do you think you are happy or sad?" or "Are you happy or sad?". Then, depending on the child's response, the interviewer can elicit a further breakdown of the scale in terms of "very" or "only a little." For instance, if the child responded to the first inquiry with "sad," the interviewer would say, "Do you think you are very sad or only a little sad?".

For some of the very young children, however, it might be better to utilize a slightly different method of elicitation, since children around the age of three have a tendency to respond with the last choice of a two choice question. As an alternative method of elicitation, the interview can begin by asking either, "Do you think you are happy?" or "Do you think you are sad?", or both, and elicit yes-no answers. Then, for the second stage breakdown of the scale, the interviewer can elicit yes-no answers in terms of "very" or "only a little." For example, if a child first answers, "Yes, I'm happy.", then the interviewer can ask either, "Do you think you are very happy?" or "Do you think you are only a little happy?".

In using either of these techniques, the interviewer can rate the child's response on the five-slot scale after the second stage of elicitation. If a child says he does not know, or does not wish to respond, or responds ambiguously, the interviewer can mark the midpoint in the scale. The interviewer can use the same answer sheet for recording the child's responses as is used for group administration.

ME, MYSELF AND I

NAME: _____ _____
(First) (Last)
AGE: _____ _____ SEX_____
(Years) (Months)
GRADE:_____ SCHOOL_____

DATE: _____ TEACHER_____

PART A: WHAT I THINK ABOUT MYSELF

INSTRUCTIONS: AFTER THE TEACHER READS EACH INCOMPLETE STATEMENT, YOU COMPLETE IT BY PUTTING AN "X" IN THE ONE BLOCK WHICH SHOWS WHAT YOU THINK ABOUT YOURSELF. BE SURE TO READ OR LISTEN TO ALL FIVE THINGS BEFORE YOU MARK.

	☐ VERY HAPPY.
	☐ ONLY A LITTLE HAPPY.
1. I THINK I AM.....	☐ NEITHER HAPPY NOR SAD.
	☐ ONLY A LITTLE SAD.
	☐ VERY SAD.

	☐ VERY CLEAN.
	☐ ONLY A LITTLE CLEAN.
2. I THINK I AM.....	☐ NEITHER CLEAN NOR DIRTY.
	☐ ONLY A LITTLE DIRTY.
	☐ VERY DIRTY.

	☐ VERY GOOD LOOKING.
	☐ ONLY A LITTLE GOOD LOOKING.
3. I THINK I AM.....	☐ NEITHER GOOD LOOKING NOR UGLY.
	☐ ONLY A LITTLE UGLY.
	☐ VERY UGLY.

	☐ LIKE VERY MUCH.....
	☐ LIKE ONLY A LITTLE.....
4. I.....	☐ NEITHER LIKE NOR DISLIKE.....TO PLAY WITH OTHER KIDS
	☐ DISLIKE ONLY A LITTLE.....
	☐ DISLIKE VERY MUCH.....

	☐	MY OWN THINGS VERY MUCH.
	☐	MY OWN THINGS ONLY A LITTLE.
5. I LIKE TO HAVE.....	☐	NEITHER MY OWN THINGS NOR OTHER KIDS' THINGS.
	☐	OTHER KIDS' THINGS ONLY A LITTLE.
	☐	OTHER KIDS' THINGS VERY MUCH.
	☐	VERY GOOD.
	☐	ONLY A LITTLE GOOD.
6. I THINK I AM.....	☐	NEITHER GOOD NOR BAD.
	☐	ONLY A LITTLE BAD.
	☐	VERY BAD.
	☐	LIKE TO TALK VERY MUCH.
	☐	LIKE TO TALK ONLY A LITTLE.
7. I.....	☐	NEITHER LIKE NOR DISLIKE TO TALK.
	☐	DISLIKE TO TALK ONLY A LITTLE.
	☐	DISLIKE TO TALK VERY MUCH.
	☐	VERY SMART.
	☐	ONLY A LITTLE SMART.
8. I THINK I AM.....	☐	NEITHER SMART NOR STUPID.
	☐	ONLY A LITTLE STUPID.
	☐	VERY STUPID.
	☐	NOT AT ALL SCARED OF ANYTHING.
	☐	NOT SCARED OF SOME THINGS.
9. I AM.....	☐	NEITHER SCARED NOR NOT SCARED OF SOME THINGS.
	☐	ONLY A LITTLE SCARED OF SOME THINGS.
	☐	VERY MUCH SCARED OF SOME THINGS.
	☐	LIKE VERY MUCH.....
	☐	LIKE ONLY A LITTLE.....
10. I.....	☐	NEITHER LIKE NOR DISLIKE...THE WAY MY CLOTHES LOO
	☐	DISLIKE A LITTLE.....
	☐	DISLIKE VERY MUCH.....

☐ LIKE VERY MUCH.....
☐ LIKE ONLY A LITTLE.....
11. I.....☐ NEITHER LIKE NOR DISLIKE.....THE WAY MY VOICE SOUNDS.
☐ DISLIKE ONLY A LITTLE.....
☐ DISLIKE VERY MUCH.....

☐ NOT AT ALL SCARED OF ANYBODY.
☐ NOT SCARED OF SOME PEOPLE.
12. I AM..... ☐ NEITHER SCARED NOR NOT SCARED OF SOME PEOPLE.
☐ ONLY A LITTLE SCARED OF SOME PEOPLE.
☐ VERY MUCH SCARED OF SOME PEOPLE.

☐ VERY STRONG.
☐ ONLY A LITTLE STRONG.
13. I THINK MY BODY IS...☐ NEITHER STRONG NOR WEAK.
☐ ONLY A LITTLE WEAK.
☐ VERY WEAK.

☐ LIKE VERY MUCH.....
☐ LIKE ONLY A LITTLE.....
14. I..... ☐ NEITHER LIKE NOR DISLIKE....THE SOUND OF MY NAME.
☐ DISLIKE ONLY A LITTLE.....
☐ DISLIKE VERY MUCH.....

☐ VERY HEALTHY.
☐ ONLY A LITTLE HEALTHY.
15. I THINK MY BODY IS...☐ NEITHER HEALTHY NOR SICKLY.
☐ ONLY A LITTLE SICKLY.
☐ VERY SICKLY.

☐ LIKE VERY MUCH.....
☐ LIKE ONLY A LITTLE.....
16. I..... ☐ NEITHER LIKE NOR DISLIKE....THE WAY MY FACE LOOKS.
☐ DISLIKE ONLY A LITTLE.....
☐ DISLIKE VERY MUCH.....

PART B: WHAT MY TEACHER THINKS ABOUT ME

---

1. MY TEACHER THINKS I AM...
- ☐ VERY HAPPY.
- ☐ ONLY A LITTLE HAPPY.
- ☐ NEITHER HAPPY NOR SAD.
- ☐ ONLY A LITTLE SAD.
- ☐ VERY SAD.

---

2. MY TEACHER THINKS I AM....
- ☐ VERY CLEAN.
- ☐ ONLY A LITTLE CLEAN.
- ☐ NEITHER CLEAN NOR DIRTY.
- ☐ ONLY A LITTLE DIRTY.
- ☐ VERY DIRTY.

---

3. MY TEACHER THINKS I AM...
- ☐ VERY GOOD LOOKING.
- ☐ ONLY A LITTLE GOOD LOOKING.
- ☐ NEITHER GOOD LOOKING NOR UGLY.
- ☐ ONLY A LITTLE UGLY.
- ☐ VERY UGLY.

---

4. MY TEACHER THINKS I...
- ☐ LIKE VERY MUCH.....
- ☐ LIKE ONLY A LITTLE.....
- ☐ NEITHER LIKE NOR DISLIKE...TO PLAY WITH OTHER KIDS
- ☐ DISLIKE ONLY A LITTLE.....
- ☐ DISLIKE VERY MUCH.....

---

5. MY TEACHER THINKS I LIKE TO HAVE.....
- ☐ MY OWN THINGS VERY MUCH.
- ☐ MY OWN THINGS ONLY A LITTLE.
- ☐ NEITHER MY OWN NOR OTHER KIDS' THINGS.
- ☐ OTHER KIDS' THINGS ONLY A LITTLE.
- ☐ OTHER KIDS' THINGS VERY MUCH.

---

6. MY TEACHER THINKS I AM..
- ☐ VERY GOOD.
- ☐ ONLY A LITTLE GOOD.
- ☐ NEITHER GOOD NOR BAD.
- ☐ ONLY A LITTLE BAD.
- ☐ VERY BAD.

---

7. MY TEACHER THINKS I...
- ☐ LIKE TO TALK VERY MUCH.
- ☐ LIKE TO TALK ONLY A LITTLE.
- ☐ NEITHER LIKE NOR DISLIKE TO TALK.
- ☐ DISLIKE TO TALK ONLY A LITTLE.
- ☐ DISLIKE TO TALK VERY MUCH.

8. MY TEACHER THINKS I AM..
- ☐ VERY SMART.
- ☐ ONLY A LITTLE SMART.
- ☐ NEITHER SMART NOR STUPID.
- ☐ ONLY A LITTLE STUPID.
- ☐ VERY STUPID.

9. MY TEACHER THINKS I AM..
- ☐ NOT AT ALL SCARED OF ANYTHING.
- ☐ NOT SCARED OF SOME THINGS.
- ☐ NEITHER SCARED NOR NOT SCARED OF SOME THINGS.
- ☐ ONLY A LITTLE SCARED OF SOME THINGS.
- ☐ VERY MUCH SCARED OF SOME THINGS.

10. MY TEACHER.....
- ☐ LIKES VERY MUCH.....
- ☐ LIKES ONLY A LITTLE.....
- ☐ NEITHER LIKES NOR DISLIKES.THE WAY MY CLOTHES LOOK
- ☐ DISLIKES ONLY A LITTLE....
- ☐ DISLIKES VERY MUCH.....

11. MY TEACHER.....
- ☐ LIKES VERY MUCH.....
- ☐ LIKES ONLY A LITTLE.....
- ☐ NEITHER LIKES NOR DISLIKES.THE WAY MY VOICE SOUNDS
- ☐ DISLIKES ONLY A LITTLE....
- ☐ DISLIKES VERY MUCH.....

12. MY TEACHER THINKS I AM
- ☐ NOT AT ALL SCARED OF ANYBODY.
- ☐ NOT SCARED OF SOME PEOPLE.
- ☐ NEITHER SCARED NOR NOT SCARED OF SOME PEOPLE.
- ☐ ONLY A LITTLE SCARED OF SOME PEOPLE.
- ☐ VERY MUCH SCARED OF SOME PEOPLE.

13. MY TEACHER THINKS MY BODY IS.....
- ☐ VERY STRONG.
- ☐ ONLY A LITTLE STRONG.
- ☐ NEITHER STRONG NOR WEAK.
- ☐ ONLY A LITTLE WEAK.
- ☐ VERY WEAK.

14. MY TEACHER.....
- ☐ LIKES VERY MUCH.....
- ☐ LIKES ONLY A LITTLE.....
- ☐ NEITHER LIKES NOR DISLIKES..THE SOUND OF MY NAME.
- ☐ DISLIKES ONLY A LITTLE.....
- ☐ DISLIKES VERY MUCH.....

15. MY TEACHER THINKS MY BODY IS.....
- ☐ VERY HEALTHY.
- ☐ ONLY A LITTLE HEALTHY.
- ☐ NEITHER HEALTHY NOR SICKLY.
- ☐ ONLY A LITTLE SICKLY.
- ☐ VERY SICKLY.

16. MY TEACHER.....
- ☐ LIKES VERY MUCH.....
- ☐ LIKES ONLY A LITTLE.....
- ☐ NEITHER LIKES NOR DISLIKES,THE WAY MY FACE LOOKS.
- ☐ DISLIKES ONLY A LITTLE.....
- ☐ DISLIKES VERY MUCH.....

PART C: WHAT MY CLASSMATES THINK ABOUT ME

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1. MY CLASSMATES THINK I AM....
- ☐ VERY HAPPY.
- ☐ ONLY A LITTLE HAPPY.
- ☐ NEITHER HAPPY NOR SAD.
- ☐ ONLY A LITTLE SAD.
- ☐ VERY SAD.

---

2. MY CLASSMATES THINK I AM....
- ☐ VERY CLEAN.
- ☐ ONLY A LITTLE CLEAN.
- ☐ NEITHER CLEAN NOR DIRTY.
- ☐ ONLY A LITTLE DIRTY.
- ☐ VERY DIRTY.

---

3. MY CLASSMATES THINK I AM....
- ☐ VERY GOOD LOOKING.
- ☐ ONLY A LITTLE GOOD LOOKING.
- ☐ NEITHER GOOD LOOKING NOR UGLY.
- ☐ ONLY A LITTLE UGLY.
- ☐ VERY UGLY.

---

4. MY CLASSMATES THINK I.....
- ☐ LIKE VERY MUCH.....
- ☐ LIKE ONLY A LITTLE.....
- ☐ NEITHER LIKE NOR DISLIKE...TO PLAY WITH OTHER KIDS
- ☐ DISLIKE ONLY A LITTLE.....
- ☐ DISLIKE VERY MUCH.....

---

5. MY CLASSMATES THINK I LIKE TO HAVE.....
- ☐ MY OWN THINGS VERY MUCH.
- ☐ MY OWN THINGS ONLY A LITTLE.
- ☐ NEITHER MY OWN THINGS NOR OTHER KIDS' THINGS.
- ☐ OTHER KIDS' THINGS ONLY A LITTLE.
- ☐ OTHER KIDS' THINGS VERY MUCH.

---

6. MY CLASSMATES THINK I AM.....
- ☐ VERY GOOD.
- ☐ ONLY A LITTLE GOOD.
- ☐ NEITHER GOOD NOR BAD.
- ☐ ONLY A LITTLE BAD.
- ☐ VERY BAD.

	☐ LIKE TO TALK VERY MUCH.
	☐ LIKE TO TALK ONLY A LITTLE.
7. MY CLASSMATES THINK I.....	☐ NEITHER LIKE NOR DISLIKE TO TALK.
	☐ DISLIKE TO TALK ONLY A LITTLE.
	☐ DISLIKE TO TALK VERY MUCH.

	☐ VERY SMART.
	☐ ONLY A LITTLE SMART.
8. MY CLASSMATES THINK I AM....	☐ NEITHER SMART NOR STUPID.
	☐ ONLY A LITTLE STUPID.
	☐ VERY STUPID.

	☐ NOT AT ALL SCARED OF ANYTHING.
	☐ NOT SCARED OF SOME THINGS.
9. MY CLASSMATES THINK I AM....	☐ NEITHER SCARED NOR NOT SCARED OF SOME THINGS.
	☐ ONLY A LITTLE SCARED OF SOME THINGS.
	☐ VERY MUCH SCARED OF SOME THINGS.

	☐ LIKE VERY MUCH.....
	☐ LIKE ONLY A LITTLE.....
10. MY CLASSMATES.....	☐ NEITHER LIKE NOR DISLIKE...THE WAY MY CLOTHES LOO
	☐ DISLIKE ONLY A LITTLE.....
	☐ DISLIKE VERY MUCH.....

	☐ LIKE VERY MUCH.....
	☐ LIKE ONLY A LITTLE.....
11. MY CLASSMATES.....	☐ NEITHER LIKE NOR DISLIKE...THE WAY MY VOICE SOUN
	☐ DISLIKE ONLY A LITTLE.....
	☐ DISLIKE VERY MUCH.....

	☐ NOT AT ALL SCARED OF ANYBODY.
	☐ NOT SCARED OF SOME PEOPLE.
12. MY CLASSMATES THINK I AM.....	☐ NEITHER SCARED NOR NOT SCARED OF SOME PEOPLE.
	☐ ONLY A LITTLE SCARED OF SOME PEOPLE.
	☐ VERY MUCH SCARED OF SOME PEOPLE.

☐ VERY STRONG.
☐ ONLY A LITTLE STRONG.
13. MY CLASSMATES THINK I AM.... ☐ NEITHER STRONG NOR WEAK.
☐ ONLY A LITTLE WEAK.
☐ VERY WEAK.

☐ LIKE VERY MUCH.....
☐ LIKE ONLY A LITTLE.....
14. MY CLASSMATES..... ☐ NEITHER LIKE NOR DISLIKE...THE SOUND OF MY NAME.
☐ DISLIKE ONLY A LITTLE.....
☐ DISLIKE VERY MUCH.....

☐ VERY HEALTHY.
☐ ONLY A LITTLE HEALTHY.
15. MY CLASSMATES THINK I AM.... ☐ NEITHER HEALTHY NOR SICKLY.
☐ ONLY A LITTLE SICKLY.
☐ VERY SICKLY.

☐ LIKE VERY MUCH.....
☐ LIKE ONLY A LITTLE.....
16. MY CLASSMATES..... ☐ NEITHER LIKE NOR DISLIKE...THE WAY MY FACE LOOKS.
☐ DISLIKE ONLY A LITTLE.....
☐ DISLIKE VERY MUCH.....

PART D: WHAT MY MOTHER THINKS ABOUT ME

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1. MY MOTHER THINKS I AM.....
- ☐ VERY HAPPY.
- ☐ ONLY A LITTLE HAPPY.
- ☐ NEITHER HAPPY NOR SAD.
- ☐ ONLY A LITTLE SAD.
- ☐ VERY SAD.

---

2. MY MOTHER THINKS I AM.....
- ☐ VERY CLEAN.
- ☐ ONLY A LITTLE CLEAN.
- ☐ NEITHER CLEAN NOR DIRTY.
- ☐ ONLY A LITTLE DIRTY.
- ☐ VERY DIRTY.

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3. MY MOTHER THINKS I AM.....
- ☐ VERY GOOD LOOKING.
- ☐ ONLY A LITTLE GOOD LOOKING.
- ☐ NEITHER GOOD LOOKING NOR UGLY.
- ☐ ONLY A LITTLE UGLY.
- ☐ VERY UGLY.

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4. MY MOTHER THINKS I.....
- ☐ LIKE VERY MUCH.....
- ☐ LIKE ONLY A LITTLE.....
- ☐ NEITHER LIKE NOR DISLIKE...TO PLAY WITH OTHER KID
- ☐ DISLIKE ONLY A LITTLE.....
- ☐ DISLIKE VERY MUCH.....

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5. MY MOTHER THINKS I LIKE TO HAVE.....
- ☐ MY OWN THINGS VERY MUCH.
- ☐ MY OWN THINGS ONLY A LITTLE.
- ☐ NEITHER MY OWN THINGS NOR OTHER KIDS' THINGS.
- ☐ OTHER KIDS' THINGS ONLY A LITTLE.
- ☐ OTHER KIDS' THINGS VERY MUCH.

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6. MY MOTHER THINKS I AM.....
- ☐ VERY GOOD.
- ☐ ONLY A LITTLE GOOD.
- ☐ NEITHER GOOD NOR BAD.
- ☐ ONLY A LITTLE BAD.
- ☐ VERY BAD.

☐ LIKE TO TALK VERY MUCH.
☐ LIKE TO TALK ONLY A LITTLE.
7. MY MOTHER THINKS I..... ☐ NEITHER LIKE NOR DISLIKE TO TALK.
☐ DISLIKE TO TALK ONLY A LITTLE.
☐ DISLIKE TO TALK VERY MUCH.

☐ VERY SMART.
☐ ONLY A LITTLE SMART.
8. MY MOTHER THINKS I AM..... ☐ NEITHER SMART NOR STUPID.
☐ ONLY A LITTLE STUPID.
☐ VERY STUPID.

☐ NOT AT ALL SCARED OF ANYTHING.
☐ NOT SCARED OF SOME THINGS.
9. MY MOTHER THINKS I AM..... ☐ NEITHER SCARED NOR NOT SCARED OF SOME THINGS.
☐ ONLY A LITTLE SCARED OF SOME THINGS.
☐ VERY MUCH SCARED OF SOME THINGS.

☐ LIKES VERY MUCH.....
☐ LIKES ONLY A LITTLE.....
10. MY MOTHER..... ☐ NEITHER LIKES NOR DISLIKES..THE WAY MY CLOTHES LOOK.
☐ DISLIKES ONLY A LITTLE.....
☐ DISLIKES VERY MUCH.....

☐ LIKES VERY MUCH.....
☐ LIKES ONLY A LITTLE.....
11. MY MOTHER..... ☐ NEITHER LIKES NOR DISLIKES..THE WAY MY VOICE SOUNDS.
☐ DISLIKES ONLY A LITTLE.....
☐ DISLIKES VERY MUCH.....

☐ NOT AT ALL SCARED OF ANYBODY.
☐ NOT SCARED OF SOME PEOPLE.
12. MY MOTHER THINKS I AM..... ☐ NEITHER SCARED NOR NOT SCARED OF SOME PEOPLE.
☐ ONLY A LITTLE SCARED OF SOME PEOPLE.
☐ VERY MUCH SCARED OF SOME PEOPLE.

	☐	VERY STRONG.
	☐	ONLY A LITTLE STRONG.
13. MY MOTHER THINKS I AM.....	☐	NEITHER STRONG NOR WEAK.
	☐	ONLY A LITTLE WEAK.
	☐	VERY WEAK.

	☐	LIKES VERY MUCH.....
	☐	LIKES ONLY A LITTLE.....
14. MY MOTHER.....	☐	NEITHER LIKES NOR DISLIKES..THE SOUND OF MY NAME.
	☐	DISLIKES ONLY A LITTLE.....
	☐	DISLIKES VERY MUCH.....

	☐	VERY HEALTHY.
	☐	ONLY A LITTLE HEALTHY.
15. MY MOTHER THINKS I AM.....	☐	NEITHER HEALTHY NOR SICKLY.
	☐	ONLY A LITTLE SICKLY.
	☐	VERY SICKLY.

	☐	LIKES VERY MUCH.....
	☐	LIKES ONLY A LITTLE.....
16. MY MOTHER.....	☐	NEITHER LIKES NOR DISLIKES..THE WAY MY FACE LOOKS
	☐	DISLIKES ONLY A LITTLE.....
	☐	DISLIKES VERY MUCH.....

PART E: WHAT MY FATHER THINKS ABOUT ME

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1. MY FATHER THINKS I AM.....
- ☐ VERY HAPPY.
- ☐ ONLY A LITTLE HAPPY.
- ☐ NEITHER HAPPY NOR SAD.
- ☐ ONLY A LITTLE SAD.
- ☐ VERY SAD.

---

2. MY FATHER THINKS I AM.....
- ☐ VERY CLEAN.
- ☐ ONLY A LITTLE CLEAN.
- ☐ NEITHER CLEAN NOR DIRTY.
- ☐ ONLY A LITTLE DIRTY.
- ☐ VERY DIRTY.

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3. MY FATHER THINKS I AM.....
- ☐ VERY GOOD LOOKING.
- ☐ ONLY A LITTLE GOOD LOOKING.
- ☐ NEITHER GOOD LOOKING NOR UGLY.
- ☐ ONLY A LITTLE UGLY.
- ☐ VERY UGLY.

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4. MY FATHER THINKS I.....
- ☐ LIKE VERY MUCH.....
- ☐ LIKE ONLY A LITTLE.....
- ☐ NEITHER LIKE NOR DISLIKE..TO PLAY WITH OTHER KIDS.
- ☐ DISLIKE ONLY A LITTLE.....
- ☐ DISLIKE VERY MUCH.....

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5. MY FATHER THINKS I LIKE TO HAVE.....
- ☐ MY OWN THINGS VERY MUCH.
- ☐ MY OWN THINGS ONLY A LITTLE.
- ☐ NEITHER MY OWN THINGS NOR OTHER KIDS' THINGS.
- ☐ OTHER KIDS' THINGS ONLY A LITTLE.
- ☐ OTHER KIDS' THINGS VERY MUCH.

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6. MY FATHER THINKS I AM.....
- ☐ VERY GOOD.
- ☐ ONLY A LITTLE GOOD.
- ☐ NEITHER GOOD NOR BAD.
- ☐ ONLY A LITTLE BAD.
- ☐ VERY BAD.

☐ LIKE TO TALK VERY MUCH.
☐ LIKE TO TALK ONLY A LITTLE.
7. MY FATHER THINKS I..... ☐ NEITHER LIKE NOR DISLIKE TO TALK.
☐ DISLIKE TO TALK ONLY A LITTLE.
☐ DISLIKE TO TALK VERY MUCH.

☐ VERY SMART.
☐ ONLY A LITTLE SMART.
8. MY FATHER THINKS I AM..... ☐ NEITHER SMART NOR STUPID.
☐ ONLY A LITTLE STUPID.
☐ VERY STUPID.

☐ NOT AT ALL SCARED OF ANYTHING.
☐ NOT SCARED OF SOME THINGS.
9. MY FATHER THINKS I AM..... ☐ NEITHER SCARED NOR NOT SCARED OF SOME THINGS.
☐ ONLY A LITTLE SCARED OF SOME THINGS.
☐ VERY MUCH SCARED OF SOME THINGS.

☐ LIKE VERY MUCH.....
☐ LIKE ONLY A LITTLE .....
10. MY FATHER THINKS I..... ☐ NEITHER LIKE NOR DISLIKE..THE WAY MY CLOTHES LOOK.
☐ DISLIKE ONLY A LITTLE.....
☐ DISLIKE VERY MUCH.....

☐ LIKE VERY MUCH.....
☐ LIKE ONLY A LITTLE.....
11. MY FATHER THINKS I..... ☐ NEITHER LIKE NOR DISLIKE..THE WAY MY VOICE SOUNDS.
☐ DISLIKE ONLY A LITTLE....
☐ DISLIKE VERY MUCH.....

☐ NOT AT ALL SCARED OF ANYBODY.
☐ NOT SCARED OF SOME PEOPLE.
12. MY FATHER THINKS I AM..... ☐ NEITHER SCARED NOR NOT SCARED OF SOME PEOPLE.
☐ ONLY A LITTLE SCARED OF SOME PEOPLE.
☐ VERY MUCH SCARED OF SOME PEOPLE.

☐ VERY STRONG.
☐ ONLY A LITTLE STRONG.
13. MY FATHER THINKS I AM..... ☐ NEITHER STRONG NOR WEAK.
☐ ONLY A LITTLE WEAK.
☐ VERY WEAK.

☐ LIKES VERY MUCH.....
☐ LIKES ONLY A LITTLE.....
14. MY FATHER..... ☐ NEITHER LIKES NOR DISLIKES..THE SOUND OF MY NAME.
☐ DISLIKES ONLY A LITTLE.....
☐ DISLIKES VERY MUCH.....

☐ VERY HEALTHY.
☐ ONLY A LITTLE HEALTHY.
15. MY FATHER THINKS I AM..... ☐ NEITHER HEALTHY NOR SICKLY.
☐ ONLY A LITTLE SICKLY.
☐ VERY SICKLY.

☐ LIKES VERY MUCH.....
☐ LIKES ONLY A LITTLE.....
16. MY FATHER..... ☐ NEITHER LIKES NOR DISLIKES..THE WAY MY FACE LOOKS
☐ DISLIKES ONLY A LITTLE.....
☐ DISLIKES VERY MUCH.....

GENERAL DIRECTIONS FOR THE RATER

This rating form provides for an inventory of the observed interpersonal behavior of a child in an interview. The content of the interview is provided by two sub-tests from the Tests of Basic Language Competence in English and Spanish, Level I*, Comprehension of Commands and Directions (Sub-test No. 2) and Recognition of Interrogative Patterns (Sub-test No. 3). This rating form is to be completed immediately after each interview (i.e., immediately after the administration of Sub-tests Nos. 2 and 3).

This instrument, in contrast to the Rating of Children's General Social Behavior in the Classroom, is concerned with fine, specific, simple and ephemeral patterns of behavior which can be observed in a 10 to 15 minute interview. Among other things, this instrument serves as an inventory of the factors affecting a child's test performance.

The interviewer-observer-rater who completes this form is to rate the child's behavior in the interview which has just been given, in terms of the frequency, amount or intensity of each of the specific

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*This Sub-Measure can be used at Level II, with children ages 6 to 10 if a similar and appropriate interview content is supplied. It can also be used, though probably with less reliability, to rate any distant (i.e., not immediate in time) casual interview or conversation with a child.

behavioral patterns described on the LIST OF BEHAVIORAL PATTERNS. In the spaces provided for each behavioral pattern on the separate individual rating sheet, he is to write the number which indicates the extent to which each behavioral pattern accurately described the actual behavior of a child in the interview in terms of the following scale:

7 = Always behaved this way in the interview
6 = Almost always behaved this way in the interview
5 = Very often behaved this way in the interview
4 = Usually behaved this way in the interview
3 = Infrequently behaved this way in the interview
2 = Rarely behaved this way in the interview
1 = Never behaved this way in the interview

In rating each behavioral pattern of the child in the interview, the interviewer-observer-rater should be very careful to base his judgement on his own immediately preceding observations and subjective experience with the child in the interview and <u>not</u> on his opinions about how the child would or should behave in the interview or elsewhere. It is advisable that the rater read over the LIST OF BEHAVIORAL PATTERNS before the interview is given in order to have specific guidelines for his observations and subjective impressions.

LIST OF BEHAVIORAL PATTERNS (Sub-Measure of Socialization No. 2)

1. The child responded quickly, without hesitation.

2. The child's attention wandered, e.g., he looked out the window or under the table, he looked for the source of extraneous noise.

3. The child responded impulsively, without adequate delay.

4. The child enjoyed doing the things asked of him, e.g., he said so, he smiled, he expressed delight, etc.

5. The child reiterated a stylized gesture or pattern of body motion.

6. The child's responses were a phrase or sentence.

7. The child seemed threatened or cowed by the interviewer or situation, e.g., he was overly polite.

8. The child seemed tense, over-anxious during the interview, his voice sounded tense or it quavered.

9. The child responded to the interviewer's smile in a like manner.

10. The child moved about, wiggled or changed positions in his chair.

11. The child understood all of the questions and directions of the interviewer.

12. The child's eyelids were partially closed, e.g., appearing tired, sleepy or dreamy.

13. The child appeared excessively or unduly afraid, e.g., he turned pale.

14. The child pronounced words with distinctive articulation.

15. The child pouted, wore a prolonged frown during the interview.

16. The child seemed to accept the situation and the interview in a "matter of fact" manner.

17. The child asked questions to clarify what was expected of him.

18. The child tried to talk to the interviewer or initiate conversation about matters other than the interview.

19. The child showed interest in the interviewer by asking questions of a personal, curious or friendly nature.

20. The child looked at the interviewer after each of his responses for an indication of its appropriateness or for approval or disapproval.

21. The child tended to return the interviewer's looks and glances, e.g., *there was frequent eye contact between* the child and interviewer.

22. The child tried to maintain considerable physical distance between himself and the interviewer, i.e., more than two to three feet.

23. The child approached the interviewer very closely or tried to touch him.

24. The child fidgeted, played with himself, his clothes, or his chair.

25. The child seemed embarrassed during the interview, e.g., he blushed, looked down.

26. The child touched his face or head with his hands during the interview.

27. The child bit his lip or his nails during the interview.

28. The child stuttered, i.e., spoke with spasmodic repetitions of syllables.

29. The child avoided the glance of the interviewer for prolonged periods of time.

30. The child tended to crouch or slump down in his chair during the interview.

31. The child responded in a barely audible voice.

32. The child responded in the language with which he was addressed.

33. The child signaled to the interviewer by means of word, interjection or gesture to repeat questions and directions.

34. The child blinked his eyes excessively during the interview.

35. The child appeared unsure of his responses, e.g., by putting a rising intonation on statements.

36. The child answered in a loud voice.

37. The child corrected his own errors in his verbal responses.

38. The child was cooperative in following the directions of the interviewer.

39. The child appeared to be amused by the interview, e.g., he laughed or giggled.

40. The child expressed some form of irritation or anger toward the interviewer, e.g., he threatened or chided verbally, his face became "flushed with anger," his brow was pulled downward and his eyes "narrowed in anger."

INVENTORY OF SOCIALIZATION
RATING OF CHILD'S INTERPERSONAL
BEHAVIOR IN AN INTERVIEW
(Sub-Measure of Socialization No. 2)

ENGLISH ☐

SPANISH ☐

NAME_____ _____
(First) (Last)
AGE_____ _____ SEX____
(Years) (Months)
PROGRAM_____LOCATION_____

TEACHER_____DATE_____

RATER_____

RATING SHEET

INSTRUCTIONS: Record a number from 7 to 1 in the appropriate blank spaces which indicates your judgment of the extent or frequency of each behavioral characteristic of the child during the interview.

KEY: 7 = ALWAYS
6 = ALMOST ALWAYS
5 = VERY OFTEN
4 = USUALLY
3 = INFREQUENTLY
2 = RARELY
1 = NEVER

1. _____	11. _____	21. _____	31. _____
2. _____	12. _____	22. _____	32. _____
3. _____	13. _____	23. _____	33. _____
4. _____	14. _____	24. _____	34. _____
5. _____	15. _____	25. _____	35. _____
6. _____	16. _____	26. _____	36. _____
7. _____	17. _____	27. _____	37. _____
8. _____	18. _____	28. _____	38. _____
9. _____	19. _____	29. _____	39. _____
10. _____	20. _____	30. _____	40. _____

COMMENTS:

INVENTORY OF SOCIALIZATION
RATING OF CHILDREN'S GENERAL SOCIAL BEHAVIOR IN THE CLASSROOM*
(Sub-Measure of Socialization No. 3)

GENERAL DIRECTIONS FOR THE RATER

This rating form provides for an inventory of the observed social behavior of children in the classroom. It is to be completed by an individual who has had extended contact with a child in a classroom. In most cases the individual completing it will be the child's teacher or a teacher aide.

This instrument, in contrast to the Rating of Child's Interpersonal Behavior in an Interview (Sub-Measure No. 2), is concerned with gross, complex and persistent patterns of behavior which are general and which extend over a period of one to four months time.

The observer who completes this form is to rate the child's behavior in the classroom in terms of the frequency, amount or intensity of each behavioral pattern specified on the LIST OF BEHAVIORAL PATTERNS. In the spaces provided for each behavioral pattern on the separate rating sheet, the observer is to write the number which indicates the extent to which each behavioral pattern accurately described

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*Many of the items on the LIST OF BEHAVIORAL PATTERNS have been borrowed and adapted with permission from the IRCOPPS (Interprofessional Research Commission on Pupil Personnel Services) report Child Behavior Consultation in Elementary Schools: A Demonstration and Research Program, by John Pierce-Jones, Ira Iscoe and Grover Cunningham, Jr., Part of a Final Report by the Personnel Services Research Center, The University of Texas at Austin, April, 1968.

the actual behavior of a child in his classroom in terms of the following scale:

7 = Always behaves this way
6 = Almost always behaves this way
5 = Very often behaves this way
4 = Usually behaves this way
3 = Infrequently behaves this way
2 = Rarely behaves this way
1 = Never behaves this way

In rating each behavioral pattern of the child, the observer should be careful to base his judgment on his own personal observation of an experience with a child in the classroom and not on his opinions about how the child would or should behave in the classroom or elsewhere. If an observer has noted that significant changes have occurred in the behavior of a child during the period of contact or observation, he is to rate the child's most recent characteristic behavior patterns.

LIST OF BEHAVIORAL PATTERNS (Sub-Measure of Socialization No. 3)

1. Puts up argument when told he (she) can't do something.
2. Is quick to notice and react negatively to kindness or attention shown to other children.
3. Refuses to conform to ceremonials--flag salute, devotional, etc.
4. Says "You like Billy more", "You gave him (her) more than you did me," etc.
5. Insults other children whose social and ethnic background is different from his (her) own.
6. Complains about grades, questions teacher's grading system.
7. Rises in class and opens or closes windows without permission.
8. Withdraws, remains quiet, does not talk back when others shove, hit, accuse, or criticize him.
9. Works seriously and earnestly at classwork.
10. Hits smaller children, "picks on" weaker or smaller children.
11. Is upset when he (she) makes a mistake or does not perform well.
12. Hurts other children (pinches, hits, kicks or engaged in other aggressive acts).
13. Expresses desire to "get ahead," to accomplish, to become great or famous.
14. Makes vulgar signs with hands and fingers.
15. Acts promptly without grumbling, sometimes does more than asked, says "All right," etc.
16. Looks out of window and just shuts out rest of class and teacher.
17. Is very neat, careful and methodical in performing tasks.
18. Expresses worry or concern about bad grades, health, etc.
19. Erases board when it says "save" or "do not erase."
20. Performs below demonstrated ability.

21. Marks in school books or library books.

22. Doesn't take advantage of opportunity when teacher comes before school or stays late to give individual help.

23. Expresses appreciation of others' acts.

24. Starts to do things before he (she) understands the directions.

25. Asks to do assignment differently than given.

26. Jumps from one activity to next; does not finish tasks.

27. Finishes task last, asks for help, makes mistakes.

28. Dresses up "older" than his (her) own age group.

29. Refuses to wait his (her) turn.

30. Gets school books dirty and torn.

31. Handles own private bodily parts.

32. Walks out during class when ordered to do something.

33. Shakes head, looks blank or puzzled, states "I don't know" when words he (she) previously understood are spoken to him (her).

34. "Gets into everything," "swarms all over."

35. Chatters, keeps talking or interrupting conversation.

36. Leaves seat to sharpen pencil--walk around room.

37. Writes on desk.

38. Threatens teacher verbally.

39. Sticks gum on desks.

40. Is left alone by other children.

41. Pulls other children's hair, punches them, steps on toes.

42. Bites nails.

43. Fails to carry out tasks (school assignments).

44. Says "Others are to blame" for own actions.

45. Throws things in class.

46. Plays kissing games.

47. His (her) actions are often imitated by other children.

48. Stuffs waste paper into desk instead of waste basket.

49. Shows affection, appreciation or courtesy toward teacher.

50. Does not prepare for tests.

51. Carves on desk.

52. Doesn't participate.

53. Tickles another child of the opposite sex.

54. Teases other children.

55. Yells in class.

56. Tells smutty jokes.

57. Quits or shows anger when loses.

58. Complains "Nobody loves me."

59. Refuses to go along with class decisions.'

60. Doesn't do homework.

61. Leaves tasks unfinished.

62. Is helpful, sympathetic, considerate and thoughtful toward other children.

63. Takes away objects other children are using.

64. Makes derrogatory statements about his (her) own cultural and ehtnic background.

65. States "I'll get even!" "You won't get away with that!" "I'll show him."

66. Does not take orders when other children are in charge.

67. Is easily upset by changes in things around him (her).

68. Complains "nobody likes me."

69. Says, "I can't do it." "I'm not any good at that." Leaves task when he (she) fails.

70. Reads library books when assignment is not done.

71. Has to get a drink of water while in class.

72. Is quiet and tries to escape notice of teacher.

73. Accepts correction from the teacher pleasantly.

74. Has to go to bathroom while in class.

75. Does not participate in group activities, stays in background.

76. Fails to sit up straight or pay attention to class discussion.

77. Demands "his (her) shares," "his (her) rights," and complains of unfairness even when equal shares or privileges have been distributed.

78. Says "Everyone picks on me."

79. Jumps up from seat unnecessarily.

80. Never shows enthusiasm for school work.

81. Writes "dirty things."

82. Does not like to exert self physically.

83. Chews on pencil.

84. Copies the written work of other children.

85. Daydreams.

86. Draws "dirty" pictures.

87. Leaves waste paper on floor.

88. Use dirty language.

89. Taps foot or drums fingers in class.

90. Passes dirty pictures.

INVENTORY OF SOCIALIZATION
RATING OF CHILDREN'S GENERAL SOCIAL BEHAVIOR IN THE CLASSROOM
(Sub-Measure of Socialization No. 3)

NAME _____ _____
(First) (Last)

AGE _____ _____ SEX ____
(Years) (Months)

GRADE _____ SCHOOL _____

DATE _____ RATER _____

RATING SHEET

INSTRUCTIONS: In the spaces provided for each behavioral pattern, the observer-rater is to write the number (from 1 to 7) which indicates the extent to which each behavioral pattern accurately describes the actual behavior of a child in his (her) classroom. See GENERAL DIRECTIONS FOR THE RATER for a description of the rating scale and for further directions.

1. _____	23. _____	45. _____	67. _____
2. _____	24. _____	46. _____	68. _____
3. _____	25. _____	47. _____	69. _____
4. _____	26. _____	48. _____	70. _____
5. _____	27. _____	49. _____	71. _____
6. _____	28. _____	50. _____	72. _____
7. _____	29. _____	51. _____	73. _____
8. _____	30. _____	52. _____	74. _____
9. _____	31. _____	53. _____	75. _____
10. _____	32. _____	54. _____	76. _____
11. _____	33. _____	55. _____	77. _____
12. _____	34. _____	56. _____	78. _____
13. _____	35. _____	57. _____	79. _____
14. _____	36. _____	58. _____	80. _____
15. _____	37. _____	59. _____	81. _____
16. _____	38. _____	60. _____	82. _____
17. _____	39. _____	61. _____	83. _____
18. _____	40. _____	62. _____	84. _____
19. _____	41. _____	63. _____	85. _____
20. _____	42. _____	64. _____	86. _____
21. _____	43. _____	65. _____	87. _____
22. _____	44. _____	66. _____	88. _____
			89. _____
			90. _____

INVENTORY OF SOCIALIZATION
QUESTIONNAIRE FOR AN INTERVIEW OF PARENTS WITH CHILDREN
IN BILINGUAL PROGRAMS
(Sub-Measure of Socialization No. 4)

PRELIMINARY REMARKS TO PARENT OR GUARDIAN*

This questionnaire is being given to parents or guardians whose children are attending experimental bilingual programs in pre-school and primary grades. Since these programs are new in Texas, more information and knowledge is needed to help determine the best ways to carry out such programs and to determine the positive and negative effects, if any, of such a program on children of various ages and backgrounds. The information obtained by means of this survey will be used to study, evaluate and improve the school program in your local community; therefore, your help in collecting this information will be appreciated very much. We ask that you provide this information by filling in or checking the appropriate blanks or spaces.

The information you provide on this questionnaire will, of course, be confidential and you can be assured that no individual will be identified by name or otherwise in any written or oral report.

The information provided by you on this questionnaire will be used in connection with other information about the language learning and development of the children in your local community which has been obtained this year by means of a comprehensive, experimental testing program.

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*The interviewer should permit the interviewee to select the language of the interview, i.e., whether it be conducted in English or Spanish.

INVENTORY OF SOCIALIZATION
QUESTIONNAIRE FOR AN INTERVIEW OF PARENTS WITH CHILDREN
IN BILINGUAL PROGRAMS
(Sub-Measure of Socialization No. 4)

INTERVIEWER'S QUESTIONNAIRE*

I. Information about the child

1. Child's name _____
(First, middle and last names)

2. Child's birthdate _____ _____ _____
(Day) (Month) (Year)

3. Child's grade in school or program

☐ Preschool (for example, Kindergarten, Nursery School, Head Start, etc.)

☐ First grade

☐ Second grade

☐ Third grade

☐ Fourth grade

☐ Fifth grade

4. Name of child's school _____ _____
(School's location)

5. Name of child's teacher in school _____

6. Child's sex ☐ Male

☐ Female

7. Where child was born _____ _____
(Name of town or city) (Name of state of U. S. or foreign country)

8. This child is the _____ (1st, 2nd, 3rd, 4th, 5th and so on) of _____ (how many) children in family.

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*Many of the items on this questionnaire have been adapted from OEO Form Cap-HS, Washington, D.C., 1966, Parent Interviews (University of Chicago, Graduate School of Education, Chicago, 1967) and the Addendum to the Parent Interview, CDERC (Southwest), (Austin, 1967).

9. About at what age did child begin to talk (that is, begin to name things around him)?

Check one
- ☐ Before age 8 months
- ☐ Between age 9 and 11 months
- ☐ Between age 12 and 14 months
- ☐ Between age 15 and 17 months
- ☐ Between age 18 and 20 months
- ☐ Between age 21 and 24 months
- ☐ Between age 2 and 2½ years
- ☐ Between age 2½ and 3 years
- ☐ After age 3 years

10. Child's hand preference (that is, the hand child usually uses)

- ☐ Right hand
- ☐ Left hand

11. Did child have any difficulties with handedness or hand preference (choosing which hand to use) at age 3 to 5 years?

- ☐ No
- ☐ Yes

12. Did parents (or guardian) discourage child to use his (her) left hand?

- ☐ No
- ☐ Yes

13. Has child ever been retained (held back) in grade at school?

- ☐ No
- ☐ Yes

14. How much does child like to talk at home at the present time?

- ☐ None at all
- ☐ Very little
- ☐ A little
- ☐ Some
- ☐ An average amount
- ☐ A lot
- ☐ Very much

15. About at what age did child begin to walk by himself (herself)?

- ☐ Before age 8 months
- ☐ Between age 9 and 11 months
- ☐ Between age 12 and 14 months
- ☐ Between age 15 and 17 months
- ☐ Between age 18 and 20 months
- ☐ Between age 21 and 24 months
- ☐ Between age 2 and 2½ years
- ☐ After age 2½ years

16. Did parents or guardian use any particular guide in raising their child? (For example, the books of Spock, Gesell, etc.)

- ☐ No
- ☐ Yes

17. The first language child learned at home was

- ☐ English
- ☐ Spanish
- ☐ English and Spanish at same time
- ☐ Other _____
  (Please specify)

18. Did child have any preschool training?

- ☐ No
- ☐ Nursery School
- ☐ Day Care Center
- ☐ Kindergarten
- ☐ Head Start
- ☐ Other _____ (Please specify)

19. Indicate the following facts about child's birth: (Check as many as appropriate)

- ☐ Normal birth
- ☐ Child was born early (premature) _____ (Please specify number of weeks premature)
- ☐ Child was born late
- ☐ Complications at birth (for example, a long period of labor)
- ☐ Child was delivered at home
- ☐ Child was delivered in hospital
- ☐ Mother of child received prenatal (before birth) care
- ☐ Other important facts _____ (Please specify)

20. Has child had (or presently does have) any physical handicap or major health problem which might affect his (her) school work?

- ☐ None
- ☐ Heart
- ☐ Hearing
- ☐ Vision
- ☐ Speech
- ☐ Muscular coordination
- ☐ Serious falls or illnesses (besides childhood diseases)
- ☐ Other _____ (Please specify)

21. Indicate which language or if both languages is/are usually used to speak to child by the following people in his (her) family:

	English	Spanish	Both English and Spanish
Mother	☐	☐	☐
Father	☐	☐	☐
Sister(s)	☐	☐	☐
Brother(s)	☐	☐	☐
Other Children who are relatives	☐	☐	☐
Other Adults who are relatives	☐	☐	☐

22. Indicate which language or languages child is exposed to by means of each of the following:

	English	Spanish	Both English and Spanish
Television	☐	☐	☐
Radio	☐	☐	☐
Movies	☐	☐	☐
Books	☐	☐	☐
Newspapers	☐	☐	☐
Magazines	☐	☐	☐
Telephone	☐	☐	☐
Record Player	☐	☐	☐
Other _____ (Specify)	☐	☐	☐

26. Did child speak Spanish before he (she) entered school for the first time?

- ☐ Not at all
- ☐ A little
- ☐ Some
- ☐ Yes

27. We all know that our children make us mad (angry) at times. When this happens what language or languages do you (the parents or guardians) use to scold or reprimand child:

	English	Spanish	Both English and Spanish
Mother	☐	☐	☐
Father	☐	☐	☐

28. When child does something very well or makes you very happy about something which language or languages do you praise or encourage him (her) in:

	English	Spanish	Both English and Spanish
Mother	☐	☐	☐
Father	☐	☐	☐

29. Children are often afraid of different things. This question is about unusual or exaggerated fears a child has. Is this child very much or overly afraid of:

Darkness?	Thunder and Lightening?	Doctors?
☐ Very often	☐ Very often	☐ Very often
☐ Occasionally	☐ Occasionally	☐ Occasionally
☐ Never	☐ Never	☐ Never
☐ Don't know	☐ Don't know	☐ Don't know
☐ No information	☐ No information	☐ No information

29. (Continued) Is child very much or overly afraid of:

Hurting Himself (Herself) by Falling?

- ☐ Very often
- ☐ Occasionally
- ☐ Never
- ☐ Don't know
- ☐ No information

School people, teachers, Principals?

- ☐ Very often
- ☐ Occasionally
- ☐ Never
- ☐ Don't know
- ☐ No information

Dogs?

- ☐ Very often
- ☐ Occasionally
- ☐ Never
- ☐ Don't know
- ☐ No information

Other Stranger?

- ☐ Very often
- ☐ Occasionally
- ☐ Never
- ☐ Don't know
- ☐ No information

Being Separated from Parents (left with sitter, leaving for school and so on)?

- ☐ Very often
- ☐ Occasionally
- ☐ Never
- ☐ Don't know
- ☐ No information

Sirens or other Loud Noises?

- ☐ Very often
- ☐ Occasionally
- ☐ Never
- ☐ Don't know
- ☐ No information

Other _____
(Please specify

- ☐ Very often
- ☐ Occasionally
- ☐ Never
- ☐ Don't know
- ☐ No information

30. Do you notice any differences in child since he (she) started attending a bilingual school?

- ☐ Yes
- ☐ No

If yes, what kinds of differences?

- ☐ Causes more trouble at home
- ☐ Causes less trouble at home
- ☐ Talks more
- ☐ Talks less
- ☐ Speaks English better
- ☐ Speaks Spanish better
- ☐ More self-confident
- ☐ Less self-confident
- ☐ Gets along better with other children
- ☐ Better able to do things on his own
- ☐ Interested in new things
- ☐ Likes school better
- ☐ Other _____
  (Please specify)

II. Information about people living with the child

31. Is there a father, step-father, or foster father living with child?

- ☐ Father
- ☐ Foster father
- ☐ Step-father
- ☐ No

If an affirmative answer is checked, how old is he?

- ☐ Less than 21 years old
- ☐ 21 to 30 years old
- ☐ 31 to 40 years old
- ☐ 41 to 54 years old
- ☐ 55 to 64 years old
- ☐ 65 or older

32. Is there a mother, step-mother, or foster mother living with child?

- ☐ Mother
- ☐ Foster mother
- ☐ Step-mother
- ☐ No

If an affirmative answer is checked, how old is she?

- ☐ Less than 21 years old
- ☐ 21 to 30 years old
- ☐ 31 to 40 years old
- ☐ 41 to 54 years old
- ☐ 55 to 64 years old
- ☐ 65 or older

33. If there is no father or mother at home, who is child's guardian (the person chiefly responsible for the child's care)?

- ☐ A brother, uncle, grandfather, or other male relative
- ☐ A sister, aunt, grandmother, or other female relative
- ☐ A man--not related
- ☐ A woman--not related

33. (Continued) If an affirmative answer is checked, how old is guardian?

- ☐ Less than 21 years old
- ☐ 21 to 30 years old
- ☐ 31 to 40 years old
- ☐ 41 to 54 years old
- ☐ 55 to 64 years old
- ☐ 65 or older

34. Are there any brothers or sisters living at home?

- ☐ Yes
- ☐ No

If yes is checked, how many?

	Number
Under 6 years old?	☐
6 to 10 years old?	☐
11 to 15 years old?	☐
16 to 21 years old?	☐
22 years or older?	☐

35. How many children did parents have that died at birth, infancy or early childhood?

- ☐ None
- ☐ 1 child
- ☐ 2 children
- ☐ 3 children
- ☐ 4 children
- ☐ 5 or more children

39. Where were parents (or guardian) of child born?

Father (or male guardian) _____ _____
(Town or city) (State of U.S. or Foreign Country)

Mother (or female guardian) _____ _____
(Town or city) (State of U.S. or Foreign Country)

40. What is the usual occupation of child's parent or guardian?
(For example, farmer, clerk, carpenter, laborer, housewife, etc.)

Father or male guardian _____

Mother or female guardian _____

41. The home where child lives is

- ☐ on a farm
- ☐ in the country, but not on a farm
- ☐ in the suburb or on the outskirts of a city or town
- ☐ in a small town (under 1,000 population)
- ☐ in a small city (1,000 - 25,000 population)
- ☐ in a city (25,000 to 100,000 population)
- ☐ in a large city (over 100,000 population)

42. Has the bilingual school made any changes in your life -- apart from changes in child?

- ☐ Yes
- ☐ No

If yes is checked, please indicate what kinds of change or changes?

- ☐ Made new friends
- ☐ Changed opinions about the Anglo or the Mexican-American
- ☐ Attended more PTA meetings and conferences
- ☐ Learned more about raising children
- ☐ Learned more from children
- ☐ Started reading more
- ☐ Became more interested in child's schooling
- ☐ Other _____
(Please specify)

43. First or native language of parents or guardian (that is, first language parent or guardian learned as a child)?

Father or male guardian	Mother or female guardian
☐ English	☐ English
☐ Spanish	☐ Spanish
☐ French	☐ French
☐ German	☐ German
☐ Indian	☐ Indian
☐ Other _____ (Please specify)	☐ Other _____ (Please specify)

44. What national or ethnic origin do you (the parents or guardian of the child) usually claim other than "American". (Check more than one if appropriate)

Father or male guardian	Mother or female guardian
☐ English	☐ English
☐ Mexican	☐ Mexican
☐ Spanish	☐ Spanish
☐ Negro	☐ Negro
☐ Irish	☐ Irish
☐ Scotch	☐ Scotch
☐ German	☐ German
☐ French	☐ French
☐ Italian	☐ Italian
☐ Indian	☐ Indian
☐ Swedish	☐ Swedish
☐ Polish	☐ Polish
☐ Czech	☐ Czech
☐ Other _____ (Please specify)	☐ Other _____ (Please specify)

III. Parents' educational aspirations for the child.

45. If you could have your wish, and your child had the opportunity, how far in the school would you like for your child to go? (Check highest answer that applies)

- ☐ Finish Grade School
- ☐ Attend Junior High School
- ☐ Take Vocational Work in High School
- ☐ Finish High School
- ☐ Take Vocational Work After High School
- ☐ Go to College
- ☐ Finish College
- ☐ Go to Graduate or Professional School (to become a professor, doctor, lawyer, etc.)
- ☐ Will leave decision to child

46. Since things don't always turn out the way we want them to, how far do you think your child will probably or actually go in school? (Check highest answer that applies)

- ☐ Finish Grade School
- ☐ Attend Junior High School
- ☐ Take Vocational Work in High School
- ☐ Finish High School
- ☐ Take Vocational Work After High School
- ☐ Go to College
- ☐ Finish College
- ☐ Go to Graduate or Professional School (to become a professor, doctor, lawyer, etc.)
- ☐ Will leave decision to child

IV. Parents' Attitudes About Education and Bilingual Schooling

This part of the questionnaire gives you the opportunity to express your recommendations, opinions, concerns, feelings, etc. about the education and bilingual schooling of your child/children. Please indicate your agreement or disagreement with the following statements by placing a "✔" in the appropriate space. Frank expression of your own opinion will be appreciated.

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
47. The only way that people can raise or improve the way they live is to get a good education.	☐	☐	☐	☐	☐
48. Most teachers probably like quiet children better than ones who are active and talk a lot.	☐	☐	☐	☐	☐
49. Children can learn a foreign or second language much easier than adults can.	☐	☐	☐	☐	☐
50. Children should be encouraged to talk a lot when they are very young.	☐	☐	☐	☐	☐
51. Most teachers do not want to be bothered by parent's coming to see them.	☐	☐	☐	☐	☐
52. Sports and games take up too much time in school.	☐	☐	☐	☐	☐
53. A parent should not help his child learn a second or foreign language at home.	☐	☐	☐	☐	☐

		Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
54.	A bilingual school, that is, where instruction is given in both English and Spanish, is probably a good thing for our local community.	☐	☐	☐	☐	☐
55.	Kids cut up so much that teachers can't teach properly.	☐	☐	☐	☐	☐
56.	Not enough time is spent learning the basic subjects: reading, writing and arithmetic.	☐	☐	☐	☐	☐
57.	Bilingual schooling is harmful to the child's language development.	☐	☐	☐	☐	☐
58.	There are some children in the school I would not want my child to play with.	☐	☐	☐	☐	☐
59.	In school there are more important things than getting good grades.	☐	☐	☐	☐	☐
60.	The best way to improve schools is to train teachers better.	☐	☐	☐	☐	☐
61.	People today need to learn a second or foreign language.	☐	☐	☐	☐	☐
62.	Once in a while it should be OK for parents to keep their children out of school to help out at home.	☐	☐	☐	☐	☐
63.	Teachers who are very friendly are not able to control their pupils.	☐	☐	☐	☐	☐

		Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
64.	Most teachers would be good examples for my children.	☐	☐	☐	☐	☐
65.	Only the school should try to teach children a second or foreign language, not their parents.	☐	☐	☐	☐	☐
66.	When children do not work hard in school, their parents are to blame.	☐	☐	☐	☐	☐
67.	The children in our school deserve the right to receive part of their education in their own native language.	☐	☐	☐	☐	☐
68.	The most important quality of a real man is driving purpose to get ahead.	☐	☐	☐	☐	☐
69.	The Spanish spoken in school is of an inferior quality.	☐	☐	☐	☐	☐
70.	A child who is bilingual in English and Spanish will have an economic advantage when he grows up.	☐	☐	☐	☐	☐
71.	Most kids who can do the work are able to get to college if they really want to.	☐	☐	☐	☐	☐
72.	The English spoken in school is of an inferior quality.	☐	☐	☐	☐	☐
73.	A man can often learn more on a job than he can in school.	☐	☐	☐	☐	☐

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
74. Most children have to be made to learn.	☐	☐	☐	☐	☐
75. Most of the teachers are not trained as well as they should be.	☐	☐	☐	☐	☐
76. Bilingual schools should be tried out on an experimental basis.	☐	☐	☐	☐	☐
77. A course on child development (growing up) would be helpful to parents.	☐	☐	☐	☐	☐

78. Any other comments you wish to make about your child or his school will be appreciated:

_____

_____

_____

_____

_____

V. Rating of Socioeconomic Status of Family

79. Occupation:

- ☐ Professional and proprietors of large businesses
- ☐ Semi-professionals and smaller officials of large businesses
- ☐ Clerks and kindred workers
- ☐ Skilled workers
- ☐ Proprietors of small businesses
- ☐ Semi-skilled workers
- ☐ Unskilled

80. Source of Income:

- ☐ Inherited wealth
- ☐ Earned wealth
- ☐ Profits and Fees
- ☐ Salary
- ☐ Wages
- ☐ Private relief
- ☐ Public relief and non-respectable income

81. House Type:

- ☐ Large houses in good condition
- ☐ Large houses in medium condition; medium houses in good condition
- ☐ Large houses in bad condition
- ☐ Medium sized houses in medium condition; apartment in regular apartment buildings
- ☐ Small houses in good condition; small houses in medium condition; dwellings over stores
- ☐ Medium sized houses in bad condition; small houses in bad condition
- ☐ Houses in very bad condition; dwellings in structures not intended for homes

82. Dwelling Areas:

- ☐ Very high (exclusive)
- ☐ High; the better suburbs and apartment house areas; houses with spacious yards
- ☐ Above average; areas all residential; larger than average; space around the houses; apartment areas in good condition, etc.
- ☐ Average; residential neighborhoods, no deterioration in the area
- ☐ Below average; area not quite holding its own, beginning to deteriorate; business entering
- ☐ Low; considerably deteriorated, run-down and semi-slum
- ☐ Very low; slum

83. Education of Breadwinner:

- ☐ Graduate or professional schooling (M.A., LL.D., M.D., Ph.D., etc.)
- ☐ Completed college (B.A., B.S., etc.)
- ☐ Some college
- ☐ Vocational training after high school
- ☐ Completed high school
- ☐ Vocational training in high school (or some high school)
- ☐ Grade school or less

VI. Language of Parent

A. Instructions to Interviewer:

In the course of interviewing parent or guardian of child and recording information for Parts I-V of the INTERVIEW QUESTIONNAIRE, the interviewer is to observe and record the occurrence of the morphological and syntactic features of the interviewee's speech which are listed below. The interviewer should permit the interviewee to select the language of the interview, i.e., whether it be given in English or Spanish. If, during the interview, an interviewee switches languages the features should be recorded for both languages. The interviewer should feel free to adjust the wording of Parts I-V of the questionnaire so as to elicit the anticipated features, but he should not probe for a feature directly, persistently, or too obviously. The interviewer should strive to record the language data inconspicuously. The interviewer is to try to observe and note the occurrence of each item or feature up to three (3) times in the appropriate blanks.

It is to be emphasized that the interviewer is to observe and note general types of syntactic and morphological features in the speech of the interviewee and not necessarily the specific illustrative examples given on the questionnaire. The interviewer should note and write down on the questionnaire the specific anomalous features which occur and, in particular,

record a specific anomalous feature if there is any doubt that it does not fit in a general type of anomaly. The interviewer should locate and study carefully each syntactic and morphological feature on Part V of the questionnaire before giving an interview.

Name of interviewer _____

Name of interviewee(s) providing language data _____

_____

Relationship of interviewee(s) to child in bilingual school or program _____

Date _____

Specific location of interview _____

Time _____

Other people present at interview

- ☐ Mother or female guardian
- ☐ father or male guardian
- ☐ the child himself (herself)
- ☐ other _____ (Please specify)

1. <u>Estar</u> vs. <u>ser</u> to indicate predication of permanent or temporary condition.
   a. estar aquí, cansado, etc. (temporary condition) ☐ ☐ ☐
   b. ser aquí, cansado, etc. (temporary condition) ☐ ☐ ☐
   c. ser blanco, bueno, etc. (permanent condition) ☐ ☐ ☐
   d. estar blanco, necesario, etc. (permanent condition) ☐ ☐ ☐
2. Substitution of regular 2nd person verb form for regular 3rd person verb form
   a. el/ella lavó ☐ ☐ ☐
   b. el/ella lavaste ☐ ☐ ☐
3. Use of subjunctive construction
   a. quiere que venga ☐ ☐ ☐
   b. quiere que vienes ☐ ☐ ☐
4. Noun-descriptive adjective word order
   a. Noun + adjective ☐ ☐ ☐
   b. Adjective + noun ☐ ☐ ☐
5. Gender agreement
   a. Cuanto dinero ☐ ☐ ☐
   b. Cuanto dinero ☐ ☐ ☐
6. Past participle forms of irregular verbs
   a. escrito ☐ ☐ ☐
   b. escribido ☐ ☐ ☐
   c. roto ☐ ☐ ☐
   d. rompido ☐ ☐ ☐
7. Past form of -<u>ir</u> regular verbs
   a. abrió ☐ ☐ ☐
   b. abrí ☐ ☐ ☐

8. Possessive construction

   a. zapatos de mi papá ☐ ☐ ☐

   b. mis papá's zapatos ☐ ☐ ☐

9. Word order in question-word question

   a. ¿Cuándo viene el carro? ☐ ☐ ☐

   b. ¿Cuándo el carro viene? ☐ ☐ ☐

10. Use of simple present vs. present progressive in certain verb forms (ir, venir, etc.)

   a. está viniendo ☐ ☐ ☐

   b. vienes ☐ ☐ ☐

11. Phrase vs. relative clause modifier of noun

   a. la cosa que esta en la caja ☐ ☐ ☐

   b. la cosa en la caja ☐ ☐ ☐

12. Relators

   a. buscar mis libros ☐ ☐ ☐

   b. buscar para mis libros ☐ ☐ ☐

13. Saber vs. conocer

   a. conocer a un hombre ☐ ☐ ☐

   b. saber a un hombre ☐ ☐ ☐

14. Possession of age idiom

   a. tener años ☐ ☐ ☐

   b. ser años ☐ ☐ ☐

15. Position of negative participle relative to ser/estar

   a. no ser/estar ☐ ☐ ☐

   b. ser/estar no ☐ ☐ ☐

16. 1st person singular of <u>ser</u>

    a. soy ☐ ☐ ☐

    b. ero ☐ ☐ ☐

17. Sequence of tenses

    a. estaba jugando...llegó ☐ ☐ ☐

    b. estuve jugando...llegó ☐ ☐ ☐

18. Determination of proper name of person preceded by title

    a. el señor Smith ☐ ☐ ☐

    b. señor Smith ☐ ☐ ☐

19. Use of double preposition

    a. cerca de ☐ ☐ ☐

    b. cerca ☐ ☐ ☐

Cooperativeness of Interviewee(s) in Spanish

☐ Very cooperative

☐ Cooperative

☐ Only slightly cooperative

☐ Apparently neutral

☐ Only slightly uncooperative

☐ Uncooperative

☐ Very uncooperative

1. Position of negative participle relative to a form of be

   a. be + negative participle ☐ ☐ ☐

   b. negative participle + be ☐ ☐ ☐

2. Position of adjective relative to modified head

   a. adjective + noun ☐ ☐ ☐

   b. noun + adjective ☐ ☐ ☐

3. Inflection of strong verbs--simple past (with -ed or irregularly)

   a. singed ☐ ☐ ☐

   b. sang ☐ ☐ ☐

   c. catched ☐ ☐ ☐

   d. caught ☐ ☐ ☐

4. Yes-No question with be word order

   a. Be + NP + Adj ? (Is a tree green?) ☐ ☐ ☐

   b. Be + Adj + NP ? (Is green a tree?) ☐ ☐ ☐

5. Comparative of one syllable adjectives (more vs. -er types)

   a. smaller ☐ ☐ ☐

   b. more small ☐ ☐ ☐

6. Comparative of polysyllabic adjectives (more vs. -er types)

   a. More intelligent ☐ ☐ ☐

   b. intelligenter ☐ ☐ ☐

7. Substitution of in for on

   a. on (surface area, e.g., "on his foot") ☐ ☐ ☐

   b. in (surface area, e.g., "in his foot") ☐ ☐ ☐

   c. in (solid space, e.g., "in the room") ☐ ☐ ☐

   d. on (solid space, e.g., "on the room") ☐ ☐ ☐

8. Possessive adjective modification of NP

   a. Possessive adjective + NP (e.g., her father) ☐ ☐ ☐

   b. NP + of + objective pronoun (e.g., father of her) ☐ ☐ ☐

9. Possession of age idiom

   a. be _____ years old ☐ ☐ ☐

   b. have _____ years old ☐ ☐ ☐

10. Two-word verbs (verb + relator)

   a. verb with obligatory relator (e.g., "look at the dog.") ☐ ☐ ☐

   b. verb without obligatory relator (e.g., "look the dog.") ☐ ☐ ☐

11. Irregular noun plurals

   a. mice ☐ ☐ ☐

   b. mouses ☐ ☐ ☐

   c. mices ☐ ☐ ☐

   d. feet ☐ ☐ ☐

   e. foots ☐ ☐ ☐

   f. feets ☐ ☐ ☐

12. Which vs. who/that relative pronoun referring to human antecedent

   a. the man who/that ☐ ☐ ☐

   b. the man which ☐ ☐ ☐

13. Past participle form with -en

   a. have broken ☐ ☐ ☐

   b. have broke ☐ ☐ ☐

14. Do in wh-questions

   a. do filler used (e.g., "What does he..?) ☐ ☐ ☐

   b. do filler omitted (e.g., "What he..?) ☐ ☐ ☐

15. Determination with the

    a. the omitted with proper name ☐ ☐ ☐

    b. the used with proper name ☐ ☐ ☐

16. Subjunctive verb form after statement of willing, probability, etc.

    a. I wish I had ☐ ☐ ☐

    b. I wish I have ☐ ☐ ☐

17. Third person singular verb inflection

    a. He walks ☐ ☐ ☐

    b. He walk ☐ ☐ ☐

18. Possessive adjective form

    a. her or his ☐ ☐ ☐

    b. She's or he's for her or his ☐ ☐ ☐

Cooperativeness of Interviewee(s) in English

☐ Very cooperative

☐ Cooperative

☐ Only slightly cooperative

☐ Apparently neutral

☐ Only slightly uncooperative

☐ Uncooperative

☐ Very uncooperative

VI. Language of Parent

B. Instructions to Interviewer:

If parent or guardian claims or seems to be bilingual in English and Spanish ask him (her) to translate the following set of sentences from Spanish to English as well as the set from English to Spanish. Interviewer is to note the particular syntactic or morphological construction which occurs in each translation.

1. Spanish to English

a. Ellos no están aquí.	☐ are not (no) here ☐ not (no) are here
b. Tenemos un perrito chiquito.	☐ small dog ☐ dog small
c. El cogió un pescado ayer.	☐ caught ☐ catched
d. ¿Es alto el árbol?	☐ Is the tree tall? ☐ Is tall the tree?
e. Una mosca es más chiquita que una mariposa.	☐ smaller ☐ more small
f. Se dejó caer la piedra en el pie.	☐ on foot ☐ in foot
g. La muñequita de ella es bonita.	☐ her doll ☐ doll of her
h. Ella se perdió su lapiz	☐ his or her pencil ☐ he's or she's pencil ☐ the pencil
i. Ellos cantaron muy bien	☐ sang ☐ singed ☐ sung

j.	Ella tiene siete años.	☐ is seven ☐ has seven
k.	Ellos buscan la llave.	☐ look for the key ☐ look the key
l.	Los gatos prenden ratoncitos.	☐ mice ☐ mouses ☐ mices
m.	Le duelen los pies cuando camina.	☐ feet ☐ foots ☐ feets
n.	El es el carpintero que hace sillas.	☐ who/that ☐ which
o.	Ella ha roto el lapiz.	☐ has broken ☐ has broke
p.	Yo quisiera que Vd. tuviera un gato.	☐ wish you had ☐ wish you have
q.	La chaqueta de ella es más bella (hermosa).	☐ more beautiful ☐ beautifuler
r.	¿Cuando duermen las vacas?	☐ When do cows sleep? ☐ When cows sleep?
s.	Yo conozco al señor Vargas.	☐ I know Mr. Vargas. ☐ I know the Mr. Vargas.
t.	Ella quiere una muñequita.	☐ wants ☐ want

2. English to Spanish

a. She is sick today.	☐ estar enferma ☐ ser enferma
b. My mother washed the cups.	☐ lavó ☐ lavaste
c. My father wants you to come.	☐ vengas/venga ☐ vienes/viene
d. I like the white hat.	☐ sombrero blanco ☐ blanco sombrero
e. How much money do you want?	☐ ¿Cuánto dinero...? ☐ ¿Cuánta dinero...?
f. I have written a letter.	☐ escrito ☐ escribido
g. The teacher opened the book.	☐ abrió ☐ abró
h. My father's shoes are black.	☐ zapatos de mi papá ☐ mis papá's zapatos
i. When is the car coming?	☐ ¿Cuándo viene el carro? ☐ ¿Cuándo el carro viene?
j. It is coming here now.	☐ viene ☐ está viniendo
k. The bird in the tree was eating a worm.	☐ el pájaro que ☐ el pájaro en
l. I am looking for my shoe.	☐ buscar zapato ☐ buscar para zapato

m.	I see Mrs. Sánchez.	☐ a la señora Sánchez ☐ a señora Sánchez
n.	I know a policeman.	☐ conocer ☐ saber
o.	She is three years old.	☐ tiene ☐ es/está
p.	She was playing when he came.	☐ estaba jugando...llegó ☐ estuve jugando...llegó
q.	The key is not here.	☐ no está ☐ está no
r.	The chair is broken.	☐ rota ☐ rompida
s.	The hen is near the tree.	☐ cerca del árbol ☐ cerca el árbol
t.	I am not a policeman.	☐ soy ☐ ero